DOCUMENT RESUME

ED 321 717 HE 023 749

TITLE	Academic Advising of Graduate Students from Developing Countries: A Handbook for Faculty Advisers and Department Chairs.
INSTITUTION	National Association for Foreign Student Affairs, Washington, D.C.
SPONS AGENCY	Agency for International Development (IDCA), Washington, DC. Office of International Training.
PUB DATE	86
NOTE	28p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Academic Advising; Admission (School); Cultural Differences; *Developing Nations; *Educational Counseling; *Foreign Student Advisers; *Foreign Students; Higher Education; Student Adjustment; Student College Relationship

ABSTRACT

Intended to aid administrators and advisors of foreign students from developing nations enrolled in U.S. colleges and universities, the guide offers suggestions for all stages of the advising process. A chapter on planning and selection considers factors concerning pre-admission, admission, determining English language proficiency, and finances. The second chapter covers communication with the student prior to arrival and discusses notification, orientation to the U.S. education system, orientation to the campus and community, and selection of advisors. The third and fourth chapters briefly consider the initial campus contact with the student and the term of study. Chapter 5 discusses the essentials of advising including cross-cultural considerations, sponsored student programs, practical training, and field research and thesis advising. Briefly considered are some ways in which the student's campus and community experience might be enriched. The final chapter concerns preparing the student to return to his/her home country and provides suggestions re: professional networks, the job search, the post-educational contact, and followup, evaluation, and continuing education. A selected bibliography lists 21 references. (DB)

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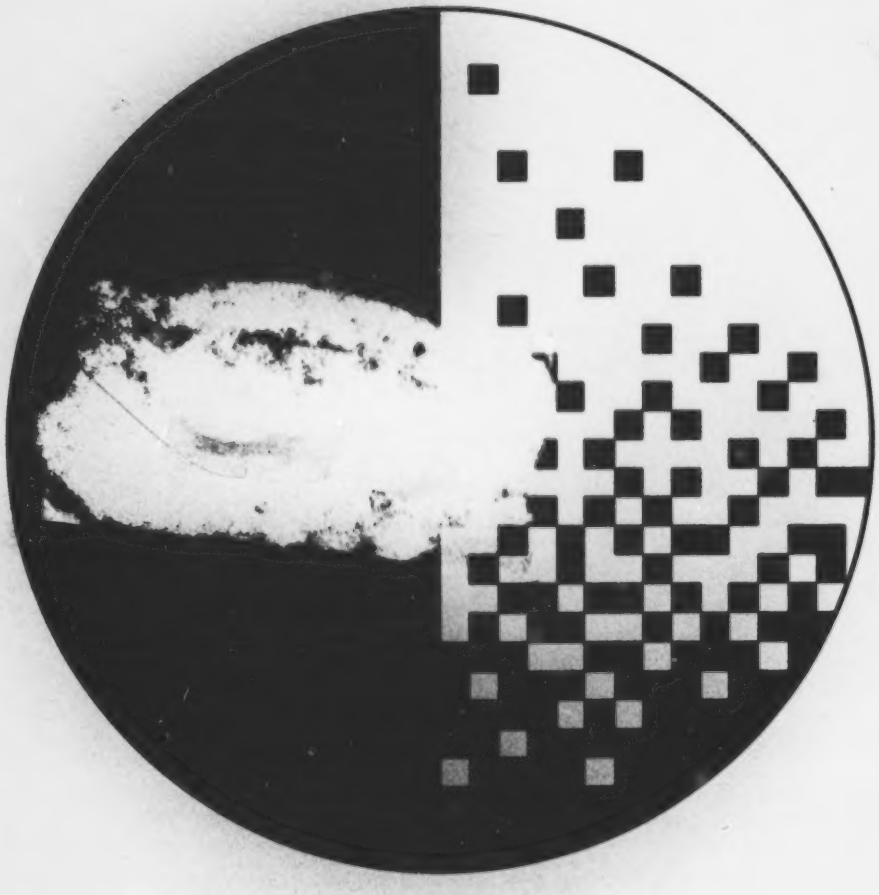
ACADEMIC ADVISING OF GRADUATE STUDENTS FROM DEVELOPING NATIONS



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ACADEMIC ADVISING

OF GRADUATE STUDENTS FROM DEVELOPING COUNTRIES

A Handbook for Faculty Advisers

and Department Chairs

Education for International Development Program

Prepared by the National Association for Foreign Student Affairs
With Funding from the Office of International Training,
Bureau for Science and Technology
Agency for International Development

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Introduction

The National Association for Foreign Student Affairs (NAFSA) is a nonprofit membership association that provides training, information, and other educational services to professionals in the field of international educational exchange. Its 5300 members - from every state in the United States and more than 50 other countries - make it the largest professional membership association concerned with the advancement of effective international educational exchange in the world.

Since NAFSA's founding in 1948, its members have become increasingly influential in communicating the important emphases and objectives related to the education of foreign students in the United States. Transfer of skills and knowledge, the implications of economic interdependence, and the long-term political and economic ties with developing countries are of considerable concern to NAFSAns and others in the field of international education.

NAFSA's Education for International Development program, in particular, seeks to expand the awareness of campus-based administrators and faculty of the need for relevant academic programs and support services for students from developing countries studying in the United States. It also encourages increased access for the students to professional, extracurricular, and community programs that will assist in preparing them for their role in their home countries' development.

Academic Advising of Graduate Students from Developing Countries was developed by the Education for International Development Committee as part of a series of handbooks designed to assist faculty advisers of foreign students. The handbook has adapted material from three earlier NAFSA publications: A Guide for the Education of Foreign Students, NAFSA 1975; Graduate Students from Developing Countries in U.S. Science Departments, AAAS and NAFSA 1983; and Academic Advising in Agriculture for Graduate Students From Developing Countries, NAFSA 1984. The publication was made possible under the terms of a grant from the U.S. Agency for International Development.

Academic Advising of Graduate Students from Developing Countries is a direct response to a recent study that concluded that foreign students considered their academic adviser

to be the key person in their educational programs in the U.S. (Motoko Lee, NAFSA 1981). The handbook also reflects the perception of professionals involved in foreign student support services and activities that the academic adviser's role can be the most critical in the foreign student's experience at a U.S. institution. In fact, the adviser's recommendations often determine the success or failure of a foreign student's total educational program.

At the present time there are more than 340,000 foreign students enrolled in U.S. colleges and universities (figures 1 and 2), and it is anticipated that U.S. institutions will continue to recruit more foreign students in the future due to the decline of U.S. student enrollment and new government initiatives to encourage foreign student enrollment. Even more significantly, a substantial number of graduate degrees are awarded to international students every year; for example, 15.4% of all U.S. research doctorates were awarded to international students in 1983-84 (National Research Council).

Given this context, it is hoped that the handbook will provide the framework for an effective advising process by contributing practical, useful information to assist the adviser in enhancing the students' educational experience in the United States. A successful experience in the advising process contributes to the transfer of knowledge and technology appropriate to the disparate educational needs of the developing countries from which the vast majority of foreign students come.

Figure 1

Foreign Students by World Region of Origin, 1954/55 – 1984/85

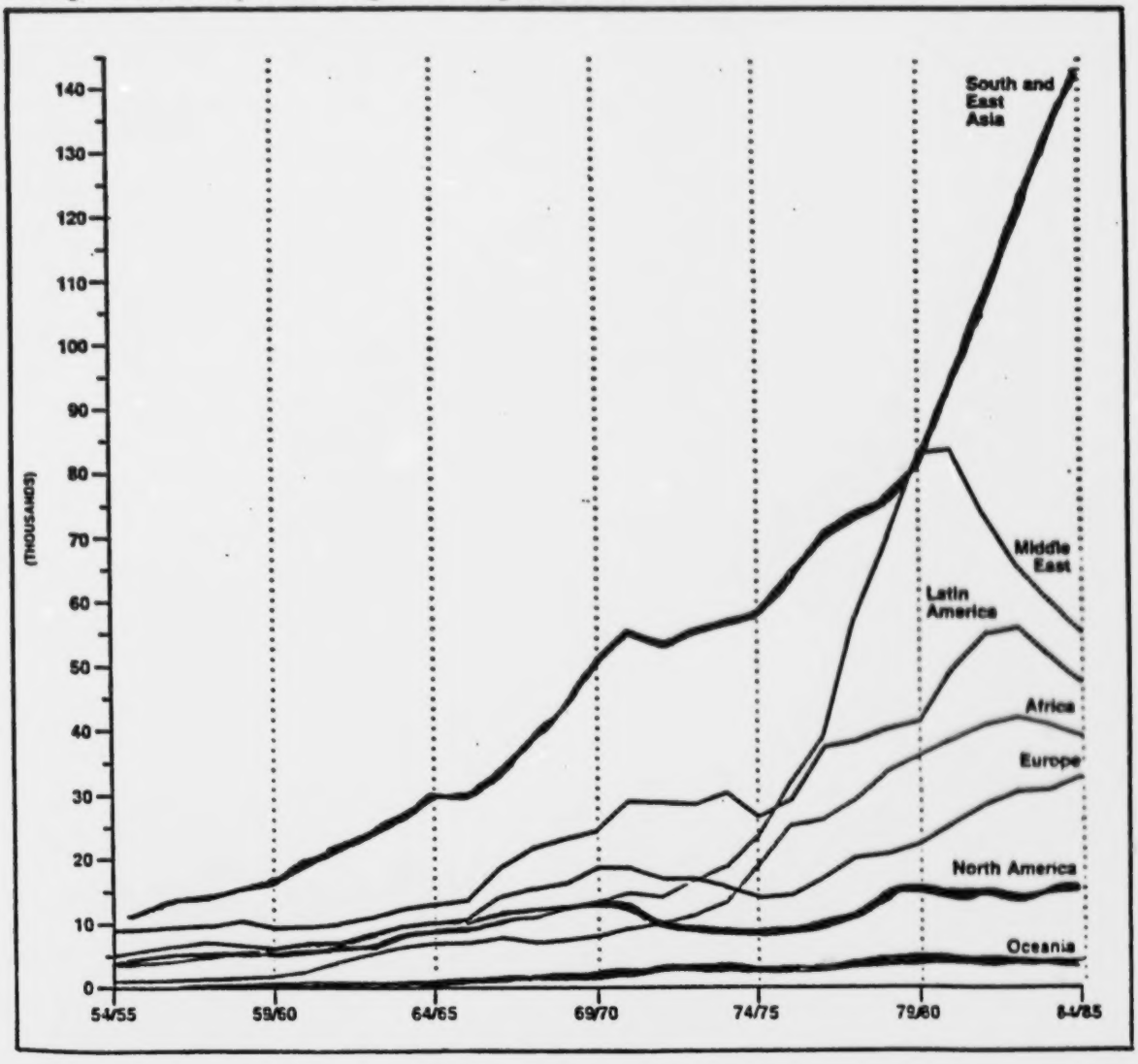
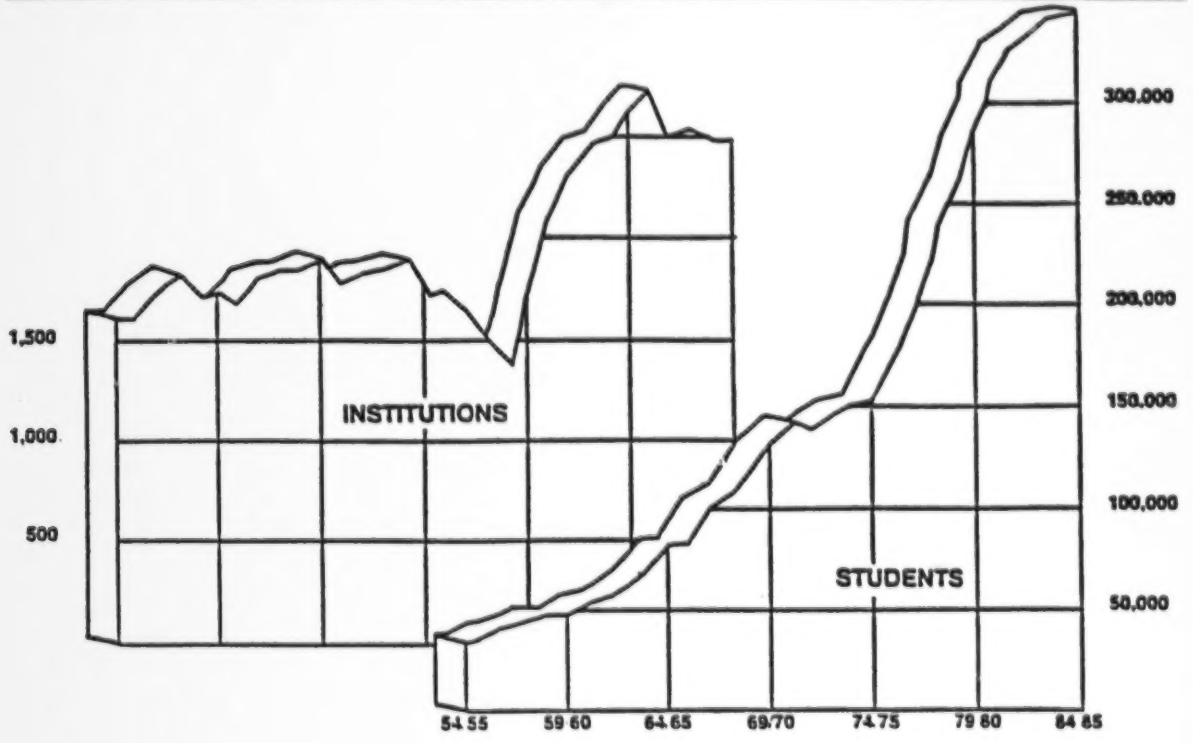


Figure 2

Foreign Student Enrollment and Institutions Reporting Foreign Students, 1954/55 – 1984/85



Both figures from Open Doors 1984/85; Report on International Educational Exchange, Institute of International Education. (New York: IIE, 1985.)

I. Planning and Selection

Before the admissions process begins, the following points should be considered:

1. Does the academic program permit the student to learn about subjects that are relevant to the needs of developing nations?
2. Why does the department want students from other countries?
3. What are the strengths and weaknesses of the academic department?
4. Do the strengths meet the sponsor's/applicant's educational and career goals?
5. Does the department have a quota (required percentage) for foreign students? Is it open or closed?

Planning and selection are critical to the development of a successful experience for the foreign student committed to participation in the development of his society or country. It is a time when the sponsor* prepares carefully and thoroughly for the support of a scholarship program and for meeting the needs of students selected for the program. In addition, this is the time to ensure that the university and its representatives are aware of and committed to their responsibilities in accepting and enrolling students from abroad.

In the planning stage, the department should:

1. Advise sponsors of the department's ability and willingness to work with the special needs or programs of sponsors.
2. Advise sponsors of institutional policies and procedures.

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* In the context of this handbook, the sponsor is seen as the agency or individual (private, institutional or governmental) responsible for all or part of the student's expenses, including travel, tuition, fees, and room and board. In some instances the sponsor may be only a source of funds. Usually the sponsor has a specific objective related to the development of the individual student and his country.

3. Explore the feasibility of giving special consideration to certain sponsoring agencies because of their development objectives in order to increase the institution's contribution to development of other countries.
4. Encourage individual faculty members traveling abroad to meet former students, improve communication, and possibly encourage further exchanges.

The sponsor is generally involved in the selection process and may assume some responsibility for job placement when the student returns home. Sponsorship may involve the combined efforts of an agency, institution, government, and individual who share costs and responsibilities. Although the description of functions at this stage appears to place the burden on the student for seeking sponsorship opportunities, it is frequently the sponsor who seeks out and identifies students according to established criteria or program objectives.

Selection is the process by which sponsors identify qualified candidates. This process takes place before and is distinctly separate from the admissions process through which colleges and universities choose their students. Careful planning and selection are essential to the success of the mutual efforts of the sponsor and institution and the effective use of funds and resources.

Pre-Admission

This is the stage at which the foreign student and the sponsor examine specific program requirements and their implementation. In the case of the sponsored student, the groundwork is established for the working relationship that will exist between the sponsor(s) and the student during the period of sponsorship and even beyond, if some further commitment is a part of the sponsorship contract or agreement.

At this stage, the educational institution should identify the specific resources or services that will be provided by each representative of the institution, while also making decisions on how a variety of efforts are to be coordinated for the maximum benefit of the student, the institution, and the home country.

The academic department at this stage:

1. May respond to preliminary inquiries from prospective students, with copies of the correspondence to the admissions office and the foreign student office, or may refer students to those offices for reply.
2. May advise students to take achievement and aptitude tests required in the admissions process.
3. Advises on availability of departmental assistantships or fellowships.
4. May work with the foreign student office and with sponsors to design and publicize special programs.
5. May respond to queries from students referred from the admissions office or foreign student office.

Admission

"Admission", referring to the procedure whereby colleges and universities choose their students, should not be confused with "selection", a distinct pre-admission phase.

The following procedures are important for the department to follow in this stage of the educational process. The department should consult with the admissions office, foreign student office and/or English as a Second Language office, as appropriate, in evaluating the application and in reaching a decision.

Academic qualifications of the student should be based on the following:

1. An awareness that the program the student wants is offered or can be arranged.
2. An assessment of the level and quality of the student's preparation, through interpretation of:
   a. The academic record.
   b. Achievement and aptitude test scores.
   c. An interview report, if available.
   d. Letters of recommendation.
3. An assessment of the student's maturity and motivation.

Many foreign applicants have highly specific academic and training goals that relate to the special skills that they are being sponsored to acquire. These specific goals need to be understood from the beginning of the admissions process. Careful examination of the applicant's degree and work objective can help ensure the appropriate training.

The evaluation of foreign academic credentials requires special expertise. Experience is needed to maintain consistent standards and to place students at the appropriate levels. Foreign credentials evaluations should be conducted by a trained admissions professional. Organizations such as NAFSA and the American Association of Collegiate Registrars and Admissions Officers (AACRAO) can also provide assistance.

Standardized exams, such as the Graduate Record Examination, are prepared with U.S. students in mind. Though the quantitative results may indicate much about the applicant's ability, the results of the qualitative sections are less dependable for applicants from other cultures. Standardized exams are not reliable as sole indicators of academic potential; results should be used with caution and in combination with all other available credentials. References from former students of the department and other professionals employed in the applicant's region should be requested if possible.

Flexibility should be encouraged with regard to the use of standardized examinations as they are expensive and difficult to schedule in certain developing countries.

English Language Proficiency

The degree to which the student can function in the language of instruction is obviously crucial to his or her academic success or failure. Questions to consider are:

1. How is English language proficiency determined?
2. Has the department found it difficult to determine the level of language preparation of incoming foreign students?
3. Has the department considered a qualified admission followed by language testing during orientation?

The Test of English as a Foreign Language (TOEFL) is often used to determine the level of English preparation. This test measures only reading and listening comprehension, not speaking or writing ability. A Test of Spoken English (TSE) can be requested through the Educational Testing Service; however, it is relatively expensive. If the applicant is applying for a teaching assistantship, special care should be taken. Personal interviews are often more reliable than standardized test results. Many colleges and universities use a qualified admission: non-native speakers are tested after arriving on campus to determine if additional language work may be required. Foreign students may require several months to overcome initial language difficulties.

Finances

A determining factor in the admissions process is the student's financial situation. Questions to consider are:

1. How is the applicant's financial support determined?
2. Is the support provided by the sponsor adequate? Is the schedule of payments feasible and realistic? Will funds be transferred reliably?
3. What specific elements of the program are covered by the support? Does coverage include research costs, field trips, special equipment and professional meetings?

By law, most colleges and universities must require the applicant to document financial support through bank statements and notarized affidavits for the first academic year. However, due to rapidly changing economic conditions, civil disorders, and/or bureaucratic inefficiencies in some countries, a number of universities require an advance payment of tuition before issuing visa documents. The foreign student adviser can provide the academic adviser with information in this area and can generally be considered an important source of information on standards and guidelines for foreign student finances. Policy and Practice in the Administration of Foreign Student Finances: Guideline Series 7, available through NAFSA, is an excellent resource for both the department and the admissions office.

II. Communication with the Student Prior to Arrival

During this stage, from the time of the student's initial inquiry until his or her departure for the United States, there are important preparations to be made by the student, the sponsor, and supporting parties on the campus and in the community. This should take place prior to the student's arrival on campus. It is a time to make sure that the student knows what to expect and that there will be a sufficient introduction to academic and community life.

Foreign applicants may require notification several months in advance of departure in order to acquire a visa, obtain currency exchange approval, make travel arrangements, and receive pre-departure orientation. The academic department should encourage early admission decisions to avoid last-minute telegrams, late arrivals, and frustrating delays in initiating programs.

Coordination and communication between the academic department, the admissions office and the foreign student adviser's office are essential in providing appropriate pre-arrival information to the new student. At this stage the anxiety level of the student may be very high. An information packet should include formal notification of admission; special advice on the timing of arrival (such as advice to arrive in time to take a special English or other course if needed); housing information; notice of financial support or an assistantship, if such a decision has been made; the name, address and phone number of the student's academic adviser, if known; the name of the campus foreign student adviser; and any other pertinent information. In addition, before departing for the United States, foreign students should be advised to obtain information about home country employment opportunities to prepare for their eventual return.

Notification

Although notification of admission concludes the admission process, it is very important to all of the educational stages that follow. It is at this stage that all offices or

departments of the institution affected by the admission decision are advised of the final outcome. Notification signals preparation for the services that will be provided during the student's stay at the institution. In the notification stage, the student or sponsor is advised of the conditions of acceptance and informed of the specific steps that are to be taken to complete the process of admission.

The academic department:

1. Receives a copy of the letter of admission and, if appropriate, a recommendation for placement level.
2. Establishes a file for the student.

The university admissions office:

1. Sends a letter of admission to the student or sponsor, which includes:
   a. Status of admission - Unconditional or Conditional, Provisional or Final. Conditional admission might involve such requirements as additional English language training, tests to be taken upon arrival, or a reduced program. Provisional admission might require a student to submit evidence that he or she has successfully completed the previous phase of his education.
   b. An arrival date on campus in time for the foreign student orientation program (this information may be sent by the foreign student office).
   c. Reference to further information coming from the foreign student office and the appropriate university housing office.
2. Issues a Certificate of Eligibility, Form I-20 or IAP-66, (may be issued by foreign student office or the sponsor) to the student or to the sponsoring agency. In preparing this document, the institution certifies that the student is:
   a. Academically eligible.
   b. Adequately funded.
   c. Proficient in English or has the opportunity to gain proficiency.
3. Notifies all appropriate offices or sponsors of student's admission. These include but are not limited to:

a. Foreign student office.
b. Housing office (undergraduate, graduate, family, as appropriate).
c. Business office. This includes a statement from the sponsor agreeing to accept billing for tuition, fees, etc.
d. Academic department or adviser.
e. Sponsor, if appropriate.
f. English as a Second Language office.

Orientation to U.S. Higher Education System

In many cases foreign students need an explanation of how a U.S. college or university is organized. They can benefit from an explanation of the academic support services available and the ways bureaucratic obstacles can be overcome. In addition, academic regulations pertaining to changing majors, fulfilling requirements, and the like should be reviewed. Coordination with the campus foreign student adviser can ensure that these areas receive adequate attention. The adviser may want to be certain that new foreign students participate in the departmental orientation for all new students, or provide a special orientation for new foreign students, or both.

Special attention is needed for foreign students receiving graduate teaching assistantships. Foreign Teaching Assistants in U.S. Universities, NAFSA 1984, is a good reference for faculty members. It describes programs for the improvement of language skills for foreign teaching assistants and the progress in addressing the attitudinal problems involved.

Orientation to Campus and Community

Studies indicate that foreign students who are well integrated into the campus and community are more successful academically as well as socially. It is important that the institution, generally through the foreign student office, provide information to new students on student services, community resources, medical and financial services, housing, and other practical matters.

Selection of Advisers

Careful attention in assigning new foreign students to faculty advisers is extremely important, as a foreign student's academic success is closely linked to contact with an understanding, knowledgeable, and energetic academic adviser. The most constructive action that a departmental chair can take is to encourage faculty members with these qualifications to advise foreign students in the department, particularly those faculty who have worked, conducted research or been assigned to projects in developing countries.

Most foreign students welcome requests for information about their home country. The adviser can help U.S. students acquire an international perspective and a better understanding of U.S. policies by developing a system for planned interaction between U.S. and foreign students in the department.

III. Initial Campus Contact with Student

Advisers often need to initiate discussion of goals and objectives with new foreign students prior to their initial registration or enrollment. Discrepancies may exist between the student's goals and the sponsor's goals. The adviser will benefit from an explanation of the student's academic background, prior professional experience, and home country and culture. The student should be encouraged to express any personal concerns regarding his/her transition to the new environment. The initial meeting should enable the adviser to:

1. Review the objectives of the student in order to arrange a program that will be relevant to the student's commitment to development in his/her home country.
2. Advise the student of opportunities for a teaching or research assistantship, fellowship, or other forms of aid, where applicable.
3. Explain requirements for maintaining or renewing current financial support.
4. Direct foreign students and, especially, foreign teaching assistants to the English as a Second Language office for interviews and consultation on language needs.
5. Explain provisions or conditions of admission.

IV. Term of Study

This is the longest stage in the experience of the student in the United States. It presupposes that support and guidance at earlier stages have enabled the student to adjust to a profitable academic life, augmented by participation in the social and cultural life of the community. Throughout this stage, the academic department or institution provides a variety of professional opportunities and experiences on and off campus. During this time, the community program provides opportunities for the student to participate in social and cultural activities to the extent that he or she is interested and available. Meanwhile, the sponsor demonstrates a continuous interest in the welfare and progress of the student.

During this stage the foreign student office provides support to the student, maintaining liaison with the English as a Second Language office, the academic department, community organizations, and the sponsor in order to maximize the student's benefit from the academic program and from participation in community activities. These cooperative efforts include the beginning of the student's evaluation of the program and preparation for return home.

Throughout the term of study the academic department and adviser should:

1. Review the student's progress at the end of each term.
2. Advise the student on program adjustments warranted by academic progress and by opportunities to engage in studies relevant to personal and professional needs.
3. Consult with the foreign student office and sponsor (if appropriate) concerning a student in academic difficulty.
4. Encourage the student to attend or deliver papers at professional meetings.
5. Provide opportunities for field experiences where appropriate.
6. Promote student-faculty relationships through departmental, professional, and social activities (departmental club membership, local societies, etc.).
7. Attempt to "integrate" the student into the department. Study space and research facilities may be provided, for example.
8. Promote interaction whenever possible between the student and former students from the same country.

V. Nuts and Bolts of Advising

Cross-Cultural Considerations

A few generalizations about foreign students, although stereotypical, may illustrate some of the differences in attitudes and values between Americans and foreign students in an academic setting:

1. Communication: Because many foreign students are unaccustomed to approaching their academic advisers with problems or questions, the adviser must take the initiative, at least in the first year, and help students overcome initial restraints in communication.
2. Bargaining: Students from some countries accept bargaining for grades as a routine practice. Early discussion, individually and/or collectively, of the U.S. custom on this point can prevent misunderstandings between faculty members and foreign students.
3. Rote Learning and the need for introductory courses: The academic adviser may encounter students who look down upon U.S. introductory graduate courses as something "they have had" at home. In many cases, their contact with such courses will have been purely formalistic and their learning by rote. Therefore, they may be unable to solve problems in specific subjects, not only on the level of graduate courses, but even on the undergraduate level. Unless there is concrete evidence that incoming foreign graduate students are capable of carrying a full workload, they should be strongly advised to take a very basic load during the first year, even enrolling in undergraduate courses if necessary. This ensures that they are able to keep up with their work and can develop the practical problem-solving skills they may lack.
4. Preference for theory: Most foreign students will have experienced a different approach to education and, although they are usually very well qualified in the formal aspects of their disciplines, they may lack experience in problem-solving or laboratory work. They will, in many cases, also express a preference for the theoretical aspects of a subject rather than experimental work. This preference is rooted both in the values that they have been taught and in the content of their education. Many foreign graduate students will therefore try to concentrate on theoretical studies and resist learning technical or manual skills

that they consider beneath their ability and position. The academic adviser should explain why these skills are important and how they will be of value upon returning home. The adviser should do everything possible to see that the students acquire practical experience.

5. Premature specialization: Many foreign students will have already "specialized" in a narrow subfield by the time they arrive. If they have not, they will often wish to acquire a narrow specialization in the United States and may resist taking courses outside this speciality in order to finish sooner or gain greater "depth". In addition, foreign students may be psychologically accustomed to being on a "higher" (i.e., more specialized) level. However, it is even more important for a foreign graduate student than for an American student to have a broadly-based education. A narrow specialization may reduce a student's ability to apply the basic or applied research to problems that arise. The academic adviser, therefore, should stress the value to foreign students of becoming acquainted with a broad variety of areas within the particular discipline or perhaps even outside it.

Sponsored Student Programs

A primary objective of many sponsored student programs is to contribute to a nation's economic and social development plan. The individual student becomes one instrument of that development process, insofar as he or she achieves the educational or training objectives outlined in the program plan. When students are selected, the sponsor makes them aware of what is expected from them both during training and upon its completion. The program rationale should be clearly stated. Policies, guidelines, regulations, and procedures should be developed to encourage and facilitate the student's completing the academic degree or the specialized training and returning home to undertake his/her role in the home country development program as quickly as possible. Although sponsored student programs can range in duration from a few weeks to several years, they are all characterized by an underlying long-range program and a specific educational objective for which the education or training is funded. NAFSA has produced Principles for the Administration of Sponsored Student Programs (1986) to assist in bringing about better communication among all parties involved in this process.

Practical Training

A comprehensive study completed in 1981 of the needs of students from developing countries studying in the United States revealed that practical training experience was the need least satisfied by U.S. educational programs.

Practical training can be both academic and professional/vocational. A graduate research assistantship is an example of a practical experience in an academic setting that integrates theory and practice. In each practical training situation, whether at the university or in private business, the combination of "doing" with prior, concurrent, and possibly future classroom learning results in a truly comprehensive education for the student. When possible, summer job opportunities should be sought either in the United States or in the home country.

Practical training is a valuable and integral part of the total educational experience and should not be considered an educational luxury or an "add-on" even though it may involve additional time and expense. It is essential that practical training be arranged in accordance with the legal requirements that currently govern students holding the F-1, M-1, and J-1 Visa classifications. Guidance on federal immigration regulations can usually be obtained from the office of the foreign student adviser on campus. NAFSA's Faculty Member's Guide to U.S. Immigration Law is recommended as a starting reference.

Field Research and Thesis Advising

The choice of a topic for research should reflect the needs and facilities of the student's home country, as well as the traditional considerations. It is important that the choice of courses, the work as a research assistant, and the research topic all take into account what research can be done by the graduate upon returning to the home country. Field work in a developing country should be encouraged, provided that funds are available and adequate supervision can be arranged. Such field investigations might be incorporated into a joint program combining research done both in the United States and in the home country. Advisers should be alert for research opportunities connected with international organizations and programs in their field.

VI. Beyond the Nuts and Bolts - Towards Enrichment

The student's academic track in the department should be complemented, if at all possible, with exposure to relevant disciplines and professional contacts as well as the broader campus community. Such involvement outside of the student's academic department, while important, should not, of course, be provided at the expense of academic performance or progress.

Complementary Education: A graduate student from a developing country will most likely have a variety of roles and responsibilities upon returning home. Experience indicates that these students will be given important positions as managers and administrators. The academic adviser can be of great assistance to foreign students by encouraging them to broaden their education through contacts with appropriate faculty members or by informing them of other organized programs or courses at the university. Affiliation with professional associations is important to the future professional support network of the student.

Foreign Student Interaction on Campus and in the Community: Many foreign students complete their U.S. education with only a narrow base of experience from which to evaluate the United States. Advisers should encourage interaction among foreign students, U.S. students, and the local community. Through coordination with the campus foreign student adviser, the academic adviser can help inform the foreign student about social clubs, educational activities, and opportunities to be involved with campus and community groups. This will help the student acquire a broader understanding of American culture and values.

VII. Preparing for Return

By this time, the student has attained all academic objectives or has made arrangements to complete any unfulfilled requirements. No effort has been made to outline here the detailed content of a pre-departure orientation program or seminar, but student participation in a well-organized program of this kind is an important part of this stage. The reaction of the student to the realization that the program in the United States is coming to an end may range from a feeling of great anticipation and expectation to one of depression and concern for the future. The student needs to become aware of problems which may be associated with return and needs to learn to cope with those problems in order to lessen "reverse culture shock." Early efforts made by the foreign student office, academic department, and community support groups to prepare the student for return can be very important here. Support from the sponsor can be particularly helpful in relation to the professional role of the returning student. Careful preparation by all supporting parties is necessary to make this stage a satisfying, productive one.

The department should work with the foreign student at this stage to:

1. Confirm that the student has completed the program and is eligible for a degree.
2. Assist the student in subscribing to professional journals and in acquiring related professional materials.
3. Make arrangements to forward departmental publications to the student.
4. Assist in graduation and departure arrangements.
5. Assist the student, if appropriate, in obtaining relevant work experience and/or practical training in the United States before returning home.
6. Refer the student to the foreign student adviser's office for information on organized re-entry/transition programs.
7. Refer the student to the alumni office for information about former students currently employed in the home country.
8. Request information from the sponsor and/or program agency regarding returned student professionals.

The academic adviser is the critical link in the professional integration of the graduate after his or her return home. The concerned adviser can help the student develop and

maintain professional contacts upon his/her return and thereby ease a process which can be difficult and frustrating.

Professional Integration

Professional transition to the home country is facilitated when (1) students receive, while in the United States, some complementary education to prepare them for the environment to which they are to return; (2) assistance is provided in their search for a position back home; and (3) efforts are made by the academic adviser to maintain contact with students after they leave.

A recent NAFSA publication, Professional Integration: A Guide for Students from the Developing World, 1983, is an excellent source of information for the student and adviser on the resources, opportunities, and problems inherent in the process of transition from an academic education in the United States to a professional career in the home country. The information is geared specifically to the following issues:

1. Conscious planning for return to home country.
2. Maintaining contact with home country peers and professional colleagues while in the United States.
3. Maintaining contact with the U.S. institution after return.
4. Establishing contact with professional peers in the home country.
5. Contributing to the transfer of science and knowledge to the home country through research and publication.
6. Continuing education and professional growth after return home.
7. Providing resources to others who will go abroad to study.

Job Search

The process of seeking a position at home should be initiated while the student is in graduate school, if not before. Doing so is usually much more arduous in a developing country, where bureaucratic restrictions and delays are common and the sense of urgency is often absent. The personal contacts between the department's faculty members and

professionals in developing countries should be utilized in this regard. (Note: some sponsored students may already have positions waiting for them.)

Post-Educational Contact

Former students will benefit from continued contact with their academic advisers. Given the relatively limited professional interaction upon return to the home country, students may come to rely on their advisers as one of their very few channels to the worldwide professional community. They may be handicapped by a lack of current journals and reports, the absence of collegiate and professional visitors, and the difficulties in attending conferences. Bilateral programs of the U.S. Agency for International Development, the U.S. Information Agency, and other U.S. government agencies may be able to assist in maintaining such contacts. Some professional societies have special membership rates and services for foreign members.

Many faculty members and advisers have the opportunity to travel and are urged to visit former students and arrange to lecture in developing countries. To further this contact and expand professional exchange, some societies and universities have established lecture bureaus which try to match requests for lectures with members of the profession who are traveling on sabbatical leave or attending seminars in developing countries.

Follow-up, Evaluation, and Continuing Education

Follow-up, evaluation, and opportunities for continuing education are difficult for U.S. academic advisers to effect, even though there is unanimous agreement that these are valuable and necessary steps. Whatever is accomplished at this stage should be integrated with the earlier stages to improve the selection, training, and out-of-class experience of the student. This stage should provide for the bridging of any educational gaps and for the updating of technical knowledge appropriate to the state of development in the student's home country. Both efforts should help the student to function in increasingly responsible positions as opportunities permit.

VIII. Selected Bibliography

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